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ABSTRACT

This paper reports on a study that examined the effects of three factors on teacher satisfaction: principal leadership style (transformational or transactional), principal decision-making strategy (autocratic versus participative), and teachers' perceptions of their occupation. An overview of each of the three factors is provided. For the study, a closed-ended questionnaire was administered in 1997 to 930 teachers employed in schools located in northern Israel. Respondents were asked to refer to their current school principal when answering the survey. The findings show that teachers' perceptions of occupational prestige, self-esteem, autonomy at work, and professional self-development contribute the most to job satisfaction. This variable served as a mediating variable between principals' leadership style and teachers' satisfaction. Principals' decision-making style was found not to affect teacher satisfaction significantly, though teachers preferred to work with a principal who exhibited a transformational type of behavior rather than a transactional one. The more teachers perceived their teaching job as a profession and central to their lives, the more they were satisfied with it. (Contains 40 references, 3 tables, and 2 figures.) (RJM)

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REASSESSING THE BEHAVIOR OF PRINCIPALS AS A MULTIPLE-FACTOR IN TEACHERS' JOB SATISFACTION

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Introduction

How do teachers perceive their principals? Do they regard them as transformational or transactional leaders? Do they evaluate them as participative or autocratic? How does the behavior of principals relate to teacher job satisfaction? A number of researchers have investigated the relationship between principals' leadership style and decision-making processes and teacher satisfaction and performance (Kirby, Paradise and King, 1992; Koh, Steers and Terborg, 1995; Silins, 1992) and teacher efficacy (Hipp, 1997; Hipp and Bredeson, 1995). However, a crucial factor has not been incorporated in these investigations, namely the perceptions of the teachers regarding their occupation. This variable entails a number of aspects that relate to the concept of teaching as a profession: professional prestige, professional identification and status, sense of self-fulfillment, scope for self-expression and personal development, job autonomy, and centrality of the vocation. The goal of the current study is to examine the effects of three factors on teacher satisfaction from the job: principal leadership style (transformational or transactional), principal decision-making strategy (autocratic versus participative), and teachers' perceptions of their occupation.

Transformational and transactional leadership

During the past decade, schools have undertaken fundamental changes in areas such as curriculum development, students' and teachers' roles, and learning strategies. These changes have brought about a shift in the philosophy that dominated the realm of educational leadership. As Leithwood indicated (1992, 1994), the eighties and the nineties met the expectations of decision-makers and the public from the principal; therefore, the form of instructional leadership corresponded well to that era. However,

the changes undertaken during the nineties could not be dealt with when the principal was functioning as an instructional leader. The concept of transformational leader has gradually moved to the center of the discourse as the one who would bring the visionary leadership to the organization. Leithwood and Jantzi (1990) showed that school principals who succeeded in their job have used a wide range of mechanisms to motivate and activate their staff to bring about changes in their school culture.

Referring to transformational leadership, Burns (1978) described followers and their leaders as inspiring each other to achieve "higher levels of morality and motivation" such as justice and equality (p. 20). The transactional image of leadership, on the other hand, refers to exchange relationships between the leaders and their followers: each enters the transaction because of the expectation to fulfill self-interests, and it is the role of the leader to maintain the status quo by satisfying the needs of the followers.

In attempting to validate the leadership concepts of Burns, Bass (1985) developed the Multifactor Leadership Questionnaire (MLQ). By conducting a factor analysis, he was able to identify the main components of transformational leadership and transactional leadership. According to Bass, transformational leadership includes three main components: *charisma* (the ability of individuals to arouse people and bring them to follow the leader's mission and vision); *personal consideration* (the leader's ability of paying personal attention to the followers); and *intellectual stimulation* (the ability of the leader to motivate the followers to think of innovative and extraordinary solutions to problems). Later on, Bass and Avolio (1990) added another factor, *inspiration*, to describe transformational leadership. The ability to inspire is perceived as closely

related to charisma and is therefore often regarded as the same constituent. Leithwood and Jantzi (1999) identify six main characteristics of educational leaders who are transformational: building school vision and goals; providing intellectual stimulation; offering individualized support; symbolizing professional practices and values; demonstrating high performance expectations; and developing structures to foster participation in school decisions. Transactional leadership was identified by two factors: *contingent reward* and *management by exception*. *Contingent reward* pertains to a situation where the leader rewards the follower upon completing an agreed-upon task. *Management by exception* relates to a situation where the leader responds only in instances when things go wrong. Later on, this factor was conceived in two forms: passive and active (Bass and Avolio 1990). In relation to the educational settings, the transactional leadership entails four dimensions: staffing, instructional support, monitoring school activities, and community focus (Leithwood and Jantzi, 1999).

Autocratic and participative decision-making

Although extensive literature has been published on participative leadership, there is, to date, no general agreement about the taxonomy of decision procedures (Yukl 1994). Nevertheless, there are four styles of decision-making that most researchers agree upon: *autocratic decision*, where the manager does not consult any of the group or organization members, and comes up with the final decision alone; *consultation*, where the manager gets advice from other members, but, after taking the suggestions into consideration, makes the final decision alone; *joint decision*, where the manager discusses the problems with other members, and together they come up with a final decision, in which each has had same influence; and *delegation*, where the manager

gives one or a group of members the authority to decide. The "delegated" decision-maker (or -makers) carries the responsibility for the decision, even if the manager demands prior approval for it (Yukl 1994, p. 157; Vroom and Yetton 1973, pp. 10-38). It is hypothesized that the greater the involvement of teachers in decision-making processes, the higher their level of job satisfaction. This hypothesis is based on research on the relationship between teacher job satisfaction and involvement in decision making (e.g., Schneider 1984, Imper, Neidt, and Reyes 1990, and Rice and Schnieder 1994).

However, using Hersey and Blanchard's concept (1984) of leadership, Heller, Clay and Perkins (1993) did not find statistically significant relationships between teacher job satisfaction and principals' leadership style. Still, it is worth explaining the assumption that in an open school climate, where principals are perceived as democratic managers who maintain open channels of communication with the staff, teachers would be more satisfied with their job as compared to schools where principals exhibit a harsh and authoritative attitude (Kottkamp, Mulhern and Hoy 1987).

Theories of teacher job satisfaction

The education craft succeeds or fails depending on the way teachers feel about their work, and how satisfied they are with it. Therefore, it is not surprising that researchers suggest that "schools must give more attention to increasing teacher job satisfaction" (Heller, Clay and Perkins 1993, p. 75).

Most research on teacher job satisfaction is rooted in the pioneering work of Herzberg, Mausner and Snyderman (1959) who identified the satisfying and dissatisfying factors. Herzberg's "two-factor theory" associates the satisfying factors, the "motivators", with the higher order needs and the dissatisfying factors, the "hygiene factors", with the lower order needs (Dinham and Scott, 1998). The higher order needs, the satisfiers, apply to the intrinsic aspects of work, such as achievement, recognition, the work itself, responsibility and opportunity for advancement. When employees' evaluations of the facets of their job are positive, they are expected to report on satisfaction from their job. The lower order needs, the dissatisfying factors, correspond to extrinsic matters of work, such as working conditions, supervision, work policy, salary and interpersonal relationships. Dissatisfaction from the job is expected to be reported when these matters are not satisfactory, or when they are poorly dealt with.

Extensive literature supports the claim that job satisfaction is positively related to participative decision-making and to transformational leadership (e.g., Maeroff 1988, Rossmiller 1992). Overall, teachers report greater satisfaction in their work when they perceive their principal as someone who shares information with others, delegates authority, and keeps open channels of communication with the teachers. A low level of teachers' involvement in decision-making is related to a low level of satisfaction from work (Imper, Neidt and Reyes 1990, Rice and Schneider 1994).

Teachers' occupation perception

The term "teacher's occupation perceptions" refers mainly to the internal and external

dimensions of the teachers' occupation. Internal properties relate to aspects of teaching such as autonomy at work (Pearson 1995), professional prestige and status, personal development and self-esteem. External properties refer to the physical aspects of the working place and to its benefits (e.g., salary). Obviously, both types of aspects are concerned with issues that relate to the teaching occupation as a profession.

In relation to job satisfaction, it is expected that teachers' descriptions of their occupation as one that provides high status, promotion opportunities for talented individuals, possibilities for self-development, and personal growth (among other things), will positively affect their satisfaction from the work. Sergiovanni (1967) too, in attempting to test Herzberg's "two-factor theory" confirmed the findings of Herzberg et al.(1959). In studying the factors which affect satisfaction and dissatisfaction of teachers, he found out that the "satisfiers" accounted for achievement, recognition and responsibility, and the "dissatifiers" included the interpersonal relationships with peers and subordinates, supervision (technical), school policy and personal life (pp. 75-76). Occupational status, which was found to be a critical factor in workers' satisfaction among schoolteachers, was reported as a crucial factor in job satisfaction among research and development workers as well, in a study that examined the effects of leader's behavior, consideration and initiating structure (House, Filley and Kerr, 1971).

The effect of teachers' perceived autonomy in the classroom was also examined and was found to be positively correlated with job satisfaction (Kreis and Brockoff, 1986).

Teacher empowerment is another facet of teachers' perception of their occupation. It refers to professional growth, autonomy, self-efficacy, impact (the teachers' perceptions about their ability to influence school life), professional respect, and involvement in decisions that directly affect their work (Rinehart, Short, Short, and Eckley 1998). These researchers cite a list of scholars who found significant relationships between teachers' empowerment and job satisfaction (p. 635). Sheppard (1996) found positive relationships between the instructional leadership behaviors of principals, that is, behaviors that are directly related to teaching and learning, and professional involvement, which was defined as "the degree to which teachers are concerned about their work, are keen to learn from one another, and committed to professional development" (p. 335). Dinham and Scott (1998) found that teachers were most satisfied with the feeling of personal development, which implies that they valued greatly this aspect of their occupation.

Most researchers who study teacher job satisfaction examine the effects of variables such as principal's leadership style and strategy of decision-making on the contentment of teachers and the rate of teacher burnout from this occupation (Kirby, Paradise and King, 1992; Koh, Steers and Terborg, 1995; Silins, 1992). The present study, however, was set out to examine, among other things, the influence of teachers' occupation perception on their satisfaction from the job. While teachers' occupation perception is assumed to directly affect job satisfaction, it is also assumed to be affected by principals' behavior (leadership style and decision-making strategy). Principals who demonstrate transformational behavior such as paying personal attention to the needs and interests of the teachers, providing for intellectual

stimulation and challenges, raising teachers' expectations and motivation to devote, and invest extra efforts, are supposed to encourage teachers to view their occupation as more rewarding and central to their life. Such a relationship will also pertain to principals' decision-making style, as teachers who take part in the decision-making processes in school will feel more involved and committed to their job. Therefore, principals' behavior (leadership style and decision-making strategy) will be examined through its direct and indirect effects on teacher's satisfaction.

<take in Figure 1>

It is assumed that teacher satisfaction will be less influenced by the participative decision-making style adopted by the principal and more by his/her transformational type of leadership. Earlier research indicates that teachers' burnout is significantly related to "consideration behaviors", which refers to paying attention to the needs and expectations of others (a transformational type of behavior), rather than to "initiating-structure behaviors". Initiating-structure behavior emphasizes task-oriented activities, where concerns and interests of people are only secondary in their importance (Halpin 1966, Mazur and Lynch 1989).

To summarize: the purpose of the study was to examine the effects on job satisfaction of a) teachers' perceptions of their principal's leadership style (transformational/transactional); b) teachers' perceptions of their principal's strategy of decision-making (autocratic/participative); and c) teachers' occupation perception. It should be noted that the study was aimed to examine the teachers' *perceptions* of

their principals' behavior rather than the principals' actual behavior. Therefore, throughout the article, when these concepts are discussed, the references are to the teachers' views rather than to the "observed" behavior of the principals, or to their self-reported assessments.

Method

Research instrument

A close-ended questionnaire was administered in 1997 to 930 teachers employed in schools located in the northern part of Israel. The respondents were instructed to refer to their current school principal, and to fill out a questionnaire that asked a range of questions about that principal's leadership style and decision-making strategy, their perceptions about the teaching occupation, and their satisfaction from various issues related to the school work.

The first question was about *transformational and transactional leadership*. It was taken from the Multifactor Leadership Questionnaire (MLQ, Bass, 1985), which was translated into Hebrew and adapted to the Israeli milieu. The respondents were asked to rate, on a five-point scale, their principal's leadership style, according to the three categories of transformational leadership (charisma/inspiration, personal consideration, and intellectual stimulation), and the two categories of transactional leadership (contingent reward and management by exception).

The second question dealt with *autocratic and participative strategies of decision-making*. It was taken from Friedman's questionnaire (no date) on the

decision-making style of school principals. Friedman's questionnaire, which is based on Vroom and Yetton's concept of decision processes (1973), entails four main forms: a) manager makes own decisions without consulting with subordinates; b) manager consults with subordinates, but makes own decisions; c) manager makes joint decisions with subordinates; and d) manager delegates decisions to subordinates. According to Vroom Yetton (1973), the first form of behavior refers to autocratic management, the second one to consultative management, the third to group decision-making, and the last to the delegation type of decision-making.

The third question was related to *teachers' occupation perception*. This was measured by an itemized question about various facets of the teaching occupation (Yaniv 1982), and included such factors, as perceived status, perceived occupation, professional identity, perceived autonomy and professional competence.

The last question regarding *teacher satisfaction* was taken from a questionnaire on principals' and teachers' job satisfaction, that had been previously administered and validated (Tarabeh 1995). This is a 25-item question with a seven-point Likert scale. In his work on an Israeli sample of teachers, Tarabeh had identified four dimensions describing teachers' satisfaction: fulfillment of expectations; guidance and assistance from the Ministry of Education; internal conditions of work; and relationship with students and parents.

The questionnaire for the present study was pre-tested on a group of 35 teachers. After incorporating a number of changes (e.g., clarifying statements and omitting items that

were ambiguous), and a retest on five more teachers, the revised questionnaire was finalized. Table I lists a sample of items from each scale that was used in the questionnaire.

<take in Table I>

Sample

From a sample of 930 teachers, 745 responded and returned usable questionnaires (80% return rate). The teachers taught in elementary (51%), middle (20%) and high schools (26%). Sixty-six percent were women; 62% Jewish and the rest non-Jewish (mostly Muslim). Of the Jewish teachers, almost 90% were female. Of the non-Jewish teachers, the majority (70%) was male.

Results

Dimensions of transformational and transactional leadership

Principal component analysis with varimax rotation was performed on the 30 items of the MLQ to determine if the various behavioral dimensions proposed by Bass and Avolio (1990) would replicate for this sample. The factor analysis yielded six factors. The first factor contained 15 items that referred to charisma, intellectual stimulation, and vision (item loadings ranged from 0.49 to 0.80). The second factor contained two items that referred to personal consideration (item loadings 0.60 and 0.72). These two factors were combined to create one scale of transformational leadership (see Table II for descriptive statistics of the scale). The third factor (five items) and the fourth factor (three items) reflected management by exception (passive) (item loadings from

0.61 to 0.75) and contingent reward (item loadings from 0.74 to 0.80). The fifth factor contained three items that reflected management by exception (active) (item loadings from 0.67 to 0.80). The third, fourth and fifth factors were brought together to create one scale of transactional leadership (see Table II for descriptive statistics of the scale). The sixth factor (two items) was meaningless and therefore it was omitted from the analysis. The eigen values of the five scales were as follows: 9.89 (factor 1), 3.34 (factor 2), 1.71 (factor 3), 1.24 (factor 4), and 1.05 (factor 5), explaining 61% of the total variance.

Dimensions of teacher's occupation perception

Principal component analysis with varimax rotation was performed on the 28 items that composed this question. The factor analysis yielded six factors. The first factor contained 6 items that referred to occupational prestige (item loadings ranged from 0.47 to 0.72). The second factor contained six items that referred to the teachers' self-esteem (item loadings from 0.42 to 0.70). The third factor (four items) and the sixth factor (four items) reflected various facets of autonomy at work (item loadings from 0.46 to 0.80). The fourth factor (four items) reflected professional self-development (item loadings from 0.47 to 0.73). The fifth factor contained three items that reflected degree of consideration in the opinions of teachers (item loadings from 0.60 to 0.80). The eigen values of the five scales were as follows: 9.58 (factor 1), 2.07 (factor 2), 1.5 (factor 3), 1.22 (factor 4), 1.14 (factor 5), and 1.08 (factor 6), explaining 59% of the total variance.

Dimensions of teacher's job satisfaction

Principal component analysis with varimax rotation was performed on the 25 items that composed this question. The factor analysis yielded three factors. The first factor contained 15 items that referred to self-fulfillment conditions (item loadings ranged from 0.47 to 0.82). The second factor contained six items that referred to the internal conditions of the teacher's job (item loadings from 0.54 to 0.74). The third factor (four items) reflected physical conditions of the job (item loadings from 0.56 to 0.78). The eigen values of the three scales were as follows: 12.48 (factor 1), 1.78 (factor 2), and 1.26 (factor 3), explaining 62% of the total variance.

Since in the current study emphasis has been given to the overall effects of the exogenous variables on the criterion "teachers' satisfaction", an additive scale was constructed for each of the factors: transformational leadership, transactional leadership, and teacher's occupation perception. For each factor, the reliability measure, Cronbach's alpha, was calculated (Table II).

<take in Table II>

The correlation matrix of the independent variables and teachers' job satisfaction revealed the following results: teachers' satisfaction was significantly correlated with teacher's occupation perception (r=.65, p< .0001), transformational leadership (r=.56; p< .0001), participative style (r=.35; p< .0001), and with transactional leadership (r=-.21; p< .0001). (See Table III).

<take in Table III>

The more the teachers perceived their occupation in terms of a profession, the more they perceived their school principals to be transformational leaders, the more the principals were participative, and the less they exhibited transactional leadership, the greater their job satisfaction.

Path analysis was employed to test the model in Figure 1. This method, which assumes linear and non-recursive relationships among interval variables, allows to examine the direct and indirect effects of the independent variables, principals' leadership style, their decision-making strategy, and teacher's occupation perception, on the dependent variable, teacher's job satisfaction. This technique is superior to multiple regression analysis because it allows the researcher to estimate the direct and indirect effects of variables in systems of structural equation models. Figure 2 depicts the results of testing the model reported in Figure 1 (using AMOS 3.61 of SPSS 8.0) with maximum liklihood as the method of estimation. The model shows an almost perfect fit with the data (χ^2 (1,N = 706) = .439, p = .507; GFI = 1.000; AGFI = .996; RMR = .003).[1]

<take in Figure 2>

The most salient finding is that teacher's occupation perception strongly affects teachers' satisfaction (β=.51). Teacher's occupation perception is influenced by

principals' transformational leadership (β=.33) and by participative decision-making style (β=.25). Principals' transformational leadership affects teachers' satisfaction both directly (β=.31) and indirectly through teachers' occupation perceptions (β=.17). The principals' participative decision-making style affects teachers' satisfaction only indirectly through teachers' occupation perception (β=.13). Principals' transactional leadership affects teacher's satisfaction negatively (β=-.13). The model explains 54% of the variance of teachers' satisfaction. It reveals that teachers' satisfaction increases, as they perceive their principals' leadership style as more transformational and less transactional.

Analysis of the model by gender and religion revealed that female teachers derived more satisfaction from their work than did their male colleagues (β=.07, p<.05), and Jewish teachers were more satisfied than non-Jewish teachers (β=.06, p<.05). With regard to transactional leadership, male teachers perceived their principals as transactional leaders than female teachers did (β=-.17, p<.0001), and non-Jewish teachers viewed their principals more as transactional leaders than Jewish teachers did (β=.23, p<.0001).

Discussion

The most interesting finding of this study is the effect of teachers' perceptions of their occupation on their job satisfaction. Their perceptions of occupational prestige, self-esteem, autonomy at work, and professional self-development contribute the most to job satisfaction. This variable serves as a mediating variable between principals'

leadership style and teachers' satisfaction. Teachers, in this study, reported about feeling highly or very satisfied when their work gave them "a sense of self-esteem", provided them with "opportunities for self-development", gave them "a feeling of success" and allowed them "to participate in determining school practices". Such feelings and behavior conceived by the teachers about their work support theories of teacher job satisfaction, such as the "two-factor" theory of teacher satisfaction that originated in the work of Herzberg *et al.* (1959). These researchers argued that the "motivators", which refer to intrinsic aspects of teaching such as teachers' self-growth, personal development and recognition, tend to promote satisfaction. The "hygiene factors", which relate to external aspects of work such as poor working conditions, tend to result in dissatisfaction of teachers (Sergiovanni 1967, and Graham and Messner 1998, who conducted their studies based on the "two-factor" theory). Future studies should investigate the concept of teachers' job satisfaction by distinguishing its constituents. In the present study, overall job satisfaction was examined, incorporating self-fulfillment aspects with both internal and physical aspects of the work. A further research should be pursued to clarify the concept of job satisfaction, because as reported by Evans (1997) there is a "heterogeneity among teachers with respect to what they found satisfying and/or satisfactory" (p. 327).

Principals' decision-making style was not found to affect teacher satisfaction significantly. This finding is consistent with the work of Heller, Clay and Perkins (1993) who found that respondents expressed most satisfaction with "participating" leaders and least satisfaction with "telling" principals (Hersey and Blanchard 1984).

Although the findings were not found to be statistically significant, they do imply that teachers prefer participative behavior of principals over autocratic behavior.

It should be noted that the results of this study could not fully address the causality issue. Although teacher's occupation perception was treated as a predictor of teacher job satisfaction, the latter could be treated, as the independent variable that may influence the way teachers will perceive their occupation. It is probably the case that causality works in both directions with relation to these two variables.

The findings of this Israeli sample support the research work conducted elsewhere, which showed that teachers prefer to work with a principal who exhibits a transformational type of behavior rather than a transactional one. The study calls our attention to the inner world of teachers. It suggests that to increase teachers' level of satisfaction at work, we need to pay attention to factors related to all aspects of the teaching occupation, especially those entitled "professional", as they refer to the characteristics of teaching as a vocation. The implications of the study are that teachers' perceptions of their occupation are highly significant in affecting their satisfaction from the job. These implications should be acknowledged by decision-makers at the top level, such as governmental officers, and on the more local level, by supervisors and principals. The more the teachers perceive their teaching job as a profession and central to their lives, the more they will be satisfied with it. Moreover, to improve the general feeling of all teachers, school principals need to be more aware of how strongly their role and behavior affect teachers' perceptions about their occupation -- and their job satisfaction. Through transformational leadership and

participative behavior, principals can develop and foster positive feelings and attitudes of teachers regarding their vocation. Viewing teaching as an occupation that confers a sense of self-esteem and professional prestige will bring the teachers to consider it as central to their life, and thus will increase their satisfaction from their work. This is especially true today, when the expectations from teaching staff are elevated more than ever before.

Notes

[1] The **GFI** (goodness of fit index), developed by Jöreskog and Sörbom (1981), is based on the ratio of squared discrepancies to observed variances. It measures "how much better the model fits as compared to no model at all" (Jöreskog and Sörbom 1993, p. 122). GFI range is between zero and one, where 1 indicates a perfect fit. The **AGFI** (adjusted goodness of fit index) takes into account the degree of freedom available for testing the model. The AGFI is bounded above by 1, which indicates a perfect fit. The **RMR** (root mean square residual) is the square root of the average squared amount by which the sample variances and covariances differ from their estimates obtained under the assumption that the model is correct. An RMR of zero indicates a perfect fit. GFI and RMR are measures of goodness of fit per se, while AGFI is an index of parsimonious goodness of fit which takes into account the number of free parameters required to achieve a given level of fit (Loehlin 1992, p. 75).

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Figure 1. Conceptual relationship among principal's leadership style, principal's decision-making strategy, teacher's occupation perception, and teacher's job satisfaction

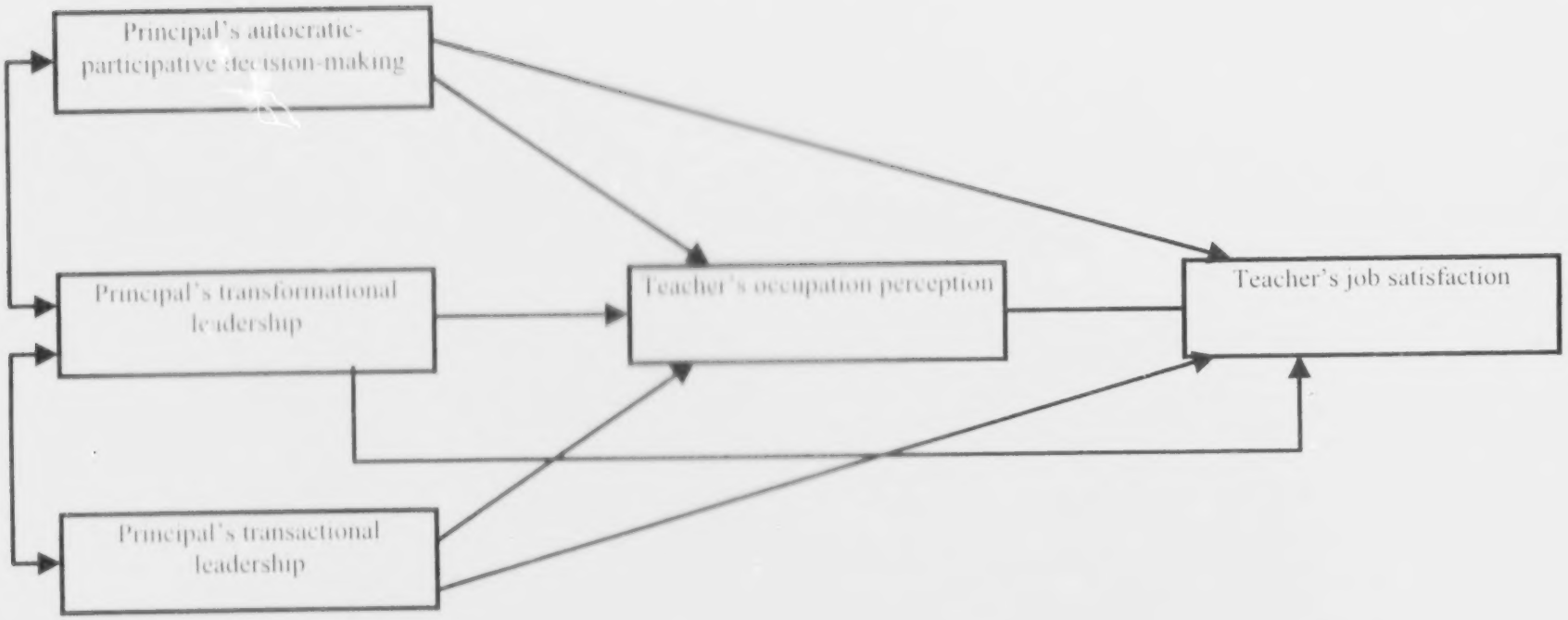

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Table I. Selected items of the study scales

Transformational leadership

* The principal projects himself/herself as a role model.
* The principal displays talent and ability to cope with decision-making.
* The principal strives towards the collective goal of fulfilling a mission.
* The principal presents new challenges and projects.
* The principal believes in the teachers' ability to deal with obstacles.

Transactional leadership

* The principal focuses his/her attention on finding exceptions, deviations and weaknesses in teachers.
* The principal does not hesitate to remark on mistakes and errors that call for his/her intervention.
* Problems must come chronic before the principal takes action.
* The principal tells staff members what to do in order to receive rewards for the efforts.
* The principal won't bother the teachers if they won't bother him/her.

Decision-making style

Respondents were asked to describe, based on the following scale, the way their principal makes a decision with respect to different situations.

1	2	3	4
Makes own decisions without consulting with subordinates	Consults with subordinates, but makes own decisions	Makes joint-decisions with subordinates	Delegates authority to sub-ordinates

* Determining rules and regulations regarding discipline problems at school.
* Determining the character of classroom activities.
* Choosing the textbooks that will be used in the next year from the list of approved textbooks.
* Determining the dates for faculty meetings at school.
* Allotting lab or computer time to each class.

Teacher's occupation perception

* I feel free to try new ideas and teaching techniques in the classes that I teach.
* My line of work provides me with a high status.
* Teaching gives me the feeling that I can change people.
* There are always promotion opportunities for a talented teacher.
* In my line of work opportunities for self-development prevail.

Teacher's satisfaction

Respondents were asked to indicate the frequency in which they felt satisfied in various areas.

* Cooperation with other teachers.
* Student achievement.
* Physical conditions of the school.
* Support of the supervisors.
* School budget.

Table II. Reliability indices, means, and standard deviations for the five scales

	Reliability[1]	Mean	*S.D.*
Transformational leadership (17 items; N=745 teachers)	.94	3.64[2]	.75
Transactional leadership (10 items; N=744 teachers)	.77	2.34[2]	.67
Teacher's occupation perception (28 items; N=745 teachers)	.93	3.19[3]	.60
Decision-making style (24 items; N=741 teachers)		2.45[4]	.47
Teacher's satisfaction (25 items; N=739 teachers)	.96	4.73[5]	.99

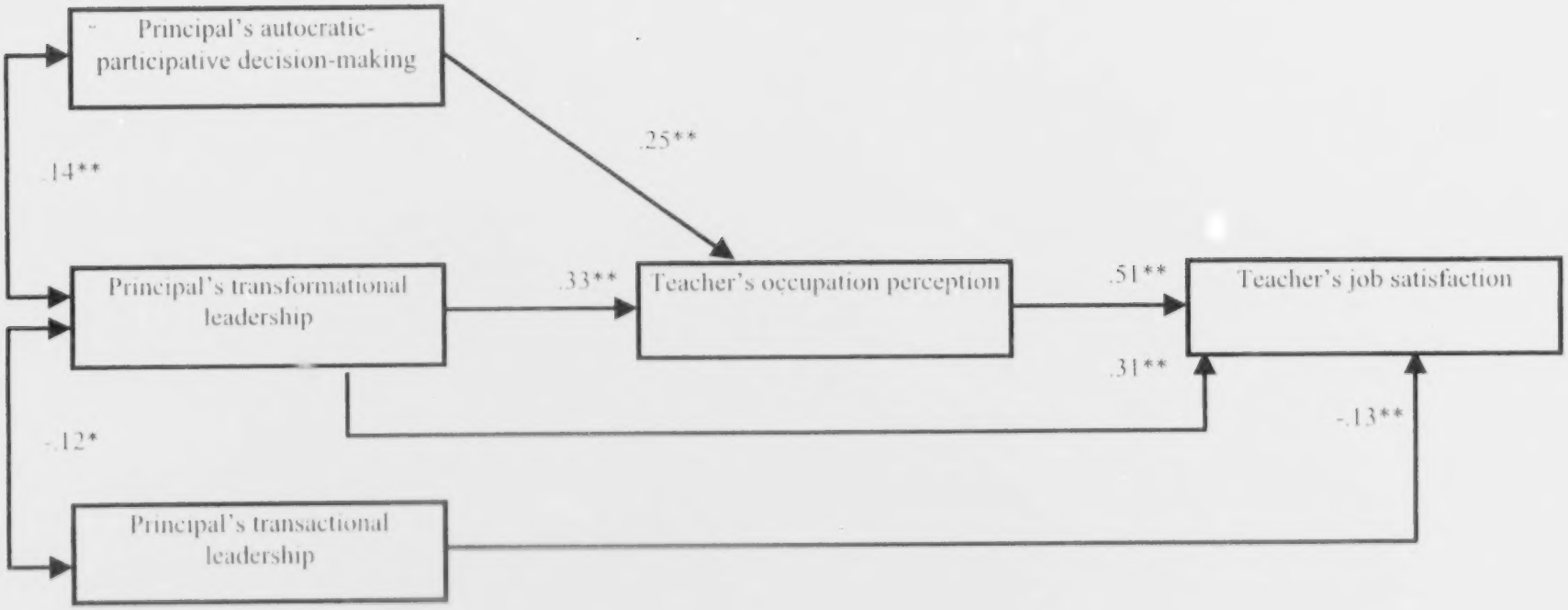
[1] Cronbach's Alpah
[2] Rating scale: 1 = Not at all; 5 = Very typical
[3] Rating scale: 1 = Disagree strongly; 5 = Agree strongly
[4] Rating scale: 1 = Autocratic decision; 4 = Delegation
[5] Rating scale: 1 = Never; 7 = Always

Table III. Pearson correlations of research scales

	(1)	(2)	(3)	(4)	(5)
Teacher's satisfaction (1)	—	.56* (739)	-.21* (738)	.35* (735)	.65* (739)
Principal's transformational leadership (2)		—	-.25* (744)	.38* (741)	.40* (745)
Principal's transactional leadership (3)			—	-.02 (740)	-.01 (744)
Principal's autocratic-participative style (4)				—	.37* (741)
Teacher's occupation perception (5)					—

* $p < .0001$.

Figure 2. Path analysis of the relationships among principal's leadership style, principal's decision-making strategy, teacher's occupation perception, and teacher's job satisfaction
(N=706)



* $p < .001$
** $p < .0001$